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map of the harbor and a good plan of an Athenian house, a table of contemporaneous events to the end of the Peloponnesian war, and another covering the third and fourth centuries B. C. Another particularly interesting article of the first volume is that on Education. It covers no less than seventy-five pages, its range going from the earliest records of education in Egypt, Babylon, Assyria, China, Persia, and Judea down to the most recent movements for University Extension in the United States. The amount of information in this article is surprising. It is difficult to think of any phase of the history of education on which one does not find here the best word of the best author. There is no question whatever that the editor of the work knows well who the best authors are. Perhaps enough has been said to give an idea of the scope and plan of the work. This incomplete description had best be closed by a hearty recommendation of the work to all who are interested in history or who need a work of historical reference. Especially does it seem invaluable to school libraries. It cannot fail to take rank as a standard work of reference and one of the most useful of its class.

C. H. Thurber

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## CURRENT EDUCATIONAL LITERATURE

*The New York State University.* By WILLIAM CROSWELL DOANE, Bishop of Albany. North American Review, June, 1894.

Large as is the title of the Department of Public Instruction, it has been heretofore held and handled as meaning, what it really does mean by the law of its creation, the office which superintends *the elementary schools* as distinguished from that which, in the language of the law, has charge of "all education in advance of common elementary branches." The present incumbent of the office is evidently disposed to stretch the title to the farthest reach of its broad language, as compelling him to superintend *all* the Public Instruction in the State, including the University. The occupant of this position, elected to it by whatever political party may have the majority of votes in the election year, is, *ex-officio*, a Regent of the University. I am sorry to say that, unlike his predecessor, but like some of his other official colleagues in the Board, Mr. Crooker never attends its meetings. Perhaps he would be wiser if he did. Perhaps his official recognition of the Regents would be less grudging and more generous if, as an *ex-officio* member, he were more familiar with the workings in the University. Certain it is that the officers of the Univer-

sity always welcome the most careful examination and the most thorough criticism, if it be intelligent, of the work they have to do, and of the way in which they do it. Even if Mr. Crooker had any sufficient knowledge of the University, there would be a certain unseemliness in his attitude towards it. Sharing, with the Regents, the responsibility for the education of the children of the State, it would be more natural that he should not array himself against his comrades in this important work.

The gist of the Superintendent's Report is a recommendation to the Legislature, *in its wisdom*, to adopt measures to change the "dual system" into a "single-headed responsible management of all educational interests," by which he thinks a great deal of expense could be spared the treasury. I am quite disposed to think that if the Legislature acts *in its wisdom* upon this suggestion, it will not be according to Mr. Crooker's views as to what the "single-headed responsible management" shall be: for when the people of New York get a little further on, into the conviction that the only right relation between politics and education is to educate politicians, and not to politicalize education, they will no doubt feel that it is far better to remove from the frequency and uncertainty of party elections the headship of its common schools. And that can best be done by remanding *all* the educational work of the State to the Regents; who are a non-political body, with whose appointment politics have very little to do; who have no political debts to pay and no party interests to subserve; who differ greatly as to personal relations to parties; who are in office as citizens, and not as politicians; and who, being in office, stay there until they die. Politics are thus absolutely neutralized by the opposing personal, political views; and the temptation to please any particular party from the desire to retain office is entirely removed. The Regents desire neither to criticise, to control, nor to intrude into the other Department of Public Instruction; but, if the "*dual* headship" is to become a "*duel* headship," a change may become advisable.

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It is a mere play on words, a pure pandering to popular prejudice, an absolute appeal to class jealousies, to array as antagonistic the higher against the elementary education of the State; no matter why, or by whom, it is done. The begrudging of money, or the refusal of appropriations, to academic work, under the pretence that more money is needed for elementary schools, is as wise as it would be to prohibit the purchase of meat in a household, because the children of the family needed milk. In a well-to-do and well-ordered household, *both* will be provided. And New York *is* well enough to-do. If it is well ordered, it will increase its capacity for elementary education, *and* do what is needed to maintain its high schools and academies. It must be remem-

bered in discussing this subject that money will not make schools; that something is needed beside bricks and mortar. What is needed for good elementary schools is the training of good teachers. And the mutual and complementary relation between the common school and the academy is that the one furnishes the pupils and the other the teachers of the State.

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## FOREIGN NOTES

### HONORARY (?) DEGREES.

*The Educational Times, March 1, 1894.*

Is an "honorary" degree an honour? That is a question which is apparently being answered in the negative by some active critics of the Scotch universities. "In former years," one complains, "it was high distinction to be marked out in this way; now D. D.'s and LL.D.'s are as common as blackberries. The supply of men distinguished in this or that walk of science or study cannot keep pace with the good nature of our Scottish universities. Twice a year our four universities bestow on the average some twenty-four D.D. degrees and sixteen LL.D. degrees. Thus eighty degrees are conferred annually. No country can grow an annual crop of eighty distinguished men." It is consoling to know that it is not mere cockney ignorance that makes us wonder what on earth most of the men named in the new St. Andrews list have done that they should be thus marked out for distinction by a British university.

### HUXLEY'S THOUGHTS ON EDUCATION.

*The Schoolmaster, (London,) Feb. 3, 1894.*

The third of the nine volumes of Huxley's essays, addresses, etc., forms a collection of the professor's more noted utterances on the question of education. 1854 is the date of the earliest address here republished, 1887 the occasion of the latest; and between these two there are fifteen more spread over the intervening years.

The essays, therefore, are more than worthy of perusal by every pedagogue in the land. The draught is strong and stimulating, and no one will partake of it without much mental invigoration.